DOCUMENT RESUME

ED 386 307 PS 023 538

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TITLE The Full-Day Kindergarten: Planning and Practicing a Dynamic Themes Curriculum. Early Childhood Education Series. 2nd Edition.
REPORT NO ISBN-0-8077-3373-3
PUB DATE 95
NOTE 288p.
AVAILABLE FROM Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (cloth: ISBN-0-8077-3374-1, $49; paper: ISBN-0-8077-3373-3, $23.95).
PUB TYPE Books (010) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Art Education; Cognitive Development; Curriculum Development; Educational Environment; Experiential Learning; *Full Day Half Day Schedules; Instructional Effectiveness; *Kindergarten; Kindergarten Children; Language Arts; Learning Strategies; Mathematics Education; Primary Education; Program Costs; *Program Effectiveness; *School Schedules; Science Instruction; Social Studies; *Student Needs; Teaching Methods
IDENTIFIERS Developmentally Appropriate Programs

ABSTRACT

Examining problems and questions related to full-day kindergarten, this book deals broadly with early childhood curriculum design and development. It suggests specific step-by-step ways to plan an emergent curriculum based upon integrated, dynamic themes that grow out of children's diverse personal and cultural experiences. Addressed to teachers, students of early childhood education, administrators, and community leaders, the book integrates a variety of factors within a caring community of independent and responsible children such as children's play; playfulness and exploration; multiculturalism and bilingualism; inclusionary curriculum; parent involvement; authentic assessment; and teacher reflectivity. The book also contains extensive activities that early childhood teachers can adapt and use to help young children develop their social, emotional, physical, aesthetic, and intellectual potential. Part 1 sets the context of the full kindergarten day with chapters on teachers' roles, influences on learning, and organization. Part 2 addresses the integrated teaching and learning of dynamic themes through the social study of the social sciences, cooperative mathematics, aesthetics and the arts, active science, and literacy. Concluding chapters discuss the issues and planning concerns in implementing the full-day kindergarten. Contains over 350 references. (AA)

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